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AUTHOR	Geddes, Claire
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ABSTRACT

A wealth of material about education in the United States is collected and released by the U.S. Department of Education's National Center for Education Statistics (NCES). The NCES gathers data on all aspects of education from across the country, organizes the data in useful forms, and releases the resulting surveys and studies as survey reports, information compendia, and special reports on specific topics. The NCES also participates in joint research activities with other organizations. It serves a wide variety of data users and presents its information in a variety of formats, including printed publications, postings on the Internet, and CD-ROM data sets. NCES studies cover the entire educational spectrum, providing facts and figures to help policymakers understand the condition of education in the country today, to give researchers a foundation of data on which to build, and to help teachers and administrators decide the best practices for their schools. Brief descriptions are given for the following NCES components and surveys: (1) Common Core of Data; (2) Private School Survey; (3) Schools and Staffing Survey; (4) National Assessment of Educational Progress; (5) Longitudinal Studies; (6) Integrated Postsecondary Education Data System; (7) National Study of Postsecondary Faculty; (8) Postsecondary Longitudinal Studies; (9) National Postsecondary Student Aid Study; (10) National Household Education Survey; (11) Library Surveys; (12) National Adult Literacy Survey; (13) Data on Vocational Education; and (14) International Education Statistics. Resource information and a list of NCES publications are attached. (SLD)

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ED 403 329

NATIONAL CENTER FOR EDUCATION STATISTICS

Learning About Education Through Statistics

U.S. Department of Education
Office of Educational Research and Improvement

NCES 96-871

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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The National Center for Education Statistics (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations. It fulfills a congressional mandate to collect, collate, analyze, and report full and complete statistics on the condition of education in the United States; conduct and publish reports and specialized analyses of the meaning and significance of such statistics; assist state and local education agencies in improving their statistical systems; and review and report on education activities in foreign countries.

NCES activities are designed to address high priority education data needs; provide consistent, reliable, complete, and accurate indicators of education status and trends; and report timely, useful, and high quality data to the U.S. Department of Education, the Congress, the states, other education policymakers, practitioners, data users, and the general public.

We strive to make our products available in a variety of formats and in language that is appropriate to a variety of audiences. You, as our customer, are the best judge of our success in communicating information effectively. If you have any comments or suggestions about this or any other NCES product or report, we would like to hear from you. Please direct your comments to:

National Center for Education Statistics
Office of Educational Research and Improvement
U.S. Department of Education
555 New Jersey Avenue NW
Washington, DC 20208–5574

December 1996

The NCES World Wide Web Home Page is
http://www.ed.gov/NCES/

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Learning About Education Through Statistics

What activity involves more than 1 out of every 4 Americans, with expenditures totalling 7.5 percent of the gross domestic product?

Participation in formal education of some kind.

What experience has been shared by 81 percent of all Americans older than age 25?

Graduation from high school.

Is student enrollment growing or shrinking? What is the trend in teachers' salaries? How do states compare in teacher/student ratios and educational attainment? Is the cost of college continuing to rise?

Finding the answers to these and many other questions is more than just a trivial pursuit. Statistics are the directional signs along the road to quality education for all Americans. We must know where we have been, so that we can better understand where we are going.

Most Americans have memories of their own formal education and have strong opinions based on those experiences. Personal contact is a powerful learning tool, but no single experience, no matter how powerful, can compare with facts gathered from a broader perspective. Such is the wealth of statistical material collected and released by the U.S. Department of Education's National Center for Education Statistics (NCES).

NCES gathers data on all aspects of education from across the country, organizes the data in useful forms, and releases the resulting surveys and studies as survey reports, information compendia, and special reports that focus on specific educational topics.

NCES also participates in joint research activities with other organizations, including the National Science Foundation and the Bureau of the Census; brings together federal, state, and local education data collectors through cooperative statistics programs; and reports on education in the United States compared with other countries.

NCES is a multimedia operation, producing annual and periodical statistical material as printed publications, postings on the Internet, and as CD-ROM data sets.

Here Is How We Can Help You

NCES serves a wide variety of data users who ask questions on many issues. Some examples include:

- **Federal, state, and local governments** request data concerning school demographic characteristics, pupil/teacher ratios, and dropout rates. At the federal level, statistics are used for testimony before Congressional committees and for planning in various executive departments. Among the states, NCES statistics and assessment data are used to gauge progress in educational performance.
- The **media** use NCES data for education stories on such topics as student performance, school expenditures, and teacher salaries.
- **Education associations** use enrollment information to examine racial-ethnic trends, and finance data to check the economic health of institutions.
- **Colleges** use institution-level data on enrollment, financial ratios, and graduation ratios to make comparisons with other postsecondary institutions.
- The **general public** turns to NCES with individualized questions, such as which institutions offer degrees in specific fields of study.
- **Researchers** perform secondary analyses using NCES databases.
- **Businesses** use education data to conduct market research and to monitor major trends in education.

Additional Information on the Data We Collect

NCES studies cover the entire educational spectrum, providing the facts and figures needed to help policymakers understand the condition of education in the nation today, to give researchers a foundation of data to build upon, and to help teachers and administrators decide the best practices for their schools. The following pages provide brief summaries of NCES studies, including a sampling of the important findings.

A more detailed description of NCES and its studies can be found in the publication, *Programs and Plans of the National Center for Education Statistics*, NCES #95–133. Single copies are available from NCES by writing to U.S. Department of Education, Office of Educational Research and Improvement, National Library of Education, 555 New Jersey Avenue NW, Washington, DC 20208–5721, or by calling Celestine Davis at (202) 219–1432. A copy of the publication and other useful information from NCES is posted on the NCES Home Page at:

http://www.ed.gov/NCES/

What Data Do We Collect?

Elementary and Secondary Education

How are public and private school enrollments changing?

- From 1984 to 1994, total public elementary and secondary school enrollment rose 13 percent, after falling 15 percent between 1970 and 1984; public schools continue to enroll almost 9 out of 10 children.
- Total private school enrollment rose 6 percent between 1970 and 1984; between 1984 and 1994, private school enrollment decreased 2 percent.

This is just one of many questions that can be answered by referring to the data collected in the Common Core of Data and Private School Survey databases.

Common Core of Data

The Common Core of Data (CCD) is the primary database for basic elementary and secondary education statistics. Every year, the CCD surveys all public elementary and secondary schools, and all school districts in the United States. The CCD provides general descriptive statistics about schools and school districts, demographic information about students and staff, and fiscal data.

Private School Survey

This survey provides the same type of information collected in the Common Core of Data, but for private rather than public schools. The Private School Survey is conducted every two years and includes such variables as school affiliation, number of high school graduates, and program emphasis.

What are the sources of newly hired teachers?

- Between 1988 and 1994, there was a shift in the sources of supply of newly hired teachers as both public and private schools hired larger proportions of first-time teachers and smaller proportions of transfers and reentrants. In 1994, 46 percent of new hires in public schools were first-time teachers, 31 percent transfers, and 23 percent were reentrants.
- In 1994, substitute teaching was an entry route into teaching for substantial proportions of both first-time and reentrant teachers.

SCHOOLS AND STAFFING SURVEY

The Schools and Staffing Survey (SASS) provides national and state-level data on public and private schools, principals, school districts, and teachers. The survey monitors supply and demand conditions, teacher work force composition, school policies, and the general status of teaching and schooling. A portion of the survey is devoted to school libraries and media centers as well as school librarians.

SASS is a unified set of surveys that facilitates comparison between public and private schools and allows linkages of teachers, schools, school districts, and administrator data. There are four components: the Teacher Demand and Shortage Survey, the School Principal Survey, the School Survey, and the School Teacher Survey.

How well do students read?

- In 1994, 30 percent of fourth-graders, 30 percent of eighth-graders, and 36 percent of twelfth-graders attained the *Proficient* level in reading. Across the three grades, 3 to 7 percent reached the *Advanced* level.
- The average reading proficiency of twelfth-grade students declined significantly from 1992 to 1994. This decline was observed across a broad range of subgroups.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

The National Assessment of Educational Progress (NAEP) is a Congressionally mandated program that assesses the knowledge and skills of the nation's youth. Representative samples of 4th-, 8th-, and 12th-grade students are assessed in reading, mathematics, science, writing, history, geography, and other subject areas. NAEP also provides comparative state data for a large number of states that voluntarily participate in selected assessments.

Specifically, Congress has charged the National Assessment Governing Board (NAGB) with the following duties: select subject areas to be assessed; identify appropriate achievement goals for each age and grade; develop assessment objectives; design the methodology for the assessment; and produce guidelines and standards for national, regional, and state comparisons. NCES is responsible for collecting and reporting data on a periodic basis, and ensuring valid and reliable trend reporting. NCES also conducts voluntary state assessments. Performance data are reported for the nation, and for various subgroups categorized by region, gender, race/ethnicity, parental education, and type of school.

Taking the Long-Range View

What percent of young people go to college?

- Nearly 63 percent of 1988 eighth-graders had attended some type of postsecondary education by 1994. Of those attending postsecondary education, about 57 percent were at public or private four-year colleges or universities; 36 percent were enrolled in public two-year colleges; and the remainder (7 percent) attended trade or technical programs of shorter duration.

Longitudinal Studies

These statistics and many more on students, professional staff, school finances, and assessment can be found in the National Education Longitudinal Study of 1988 (NELS:88). Data were collected from students and their parents, teachers, and high school principals, as well as through cognitive tests. NELS will continue surveying the 1988 8th-graders through the year 2000 and can be compared to data from earlier NCES sponsored longitudinal studies.

Longitudinal studies, which follow cohorts of students of varying initial ages, provide detailed information on academic growth, high school dropouts, and experiences in postsecondary education and the world of work. These studies are long-term surveys that follow specific classes of students before, during, and after both high school and college. At the end of each study, educational and occupational aspirations are compared against actual attainment.

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- The National Longitudinal Study of the High School Class of 1972 (NLS72) followed a sample of 1972 high school seniors, from 1972 to 1986.
- High School and Beyond (HS&B) followed 1980 sophomores, from 1980 through 1992; and 1980 seniors from 1980 through 1986.
- Now in process, the National Education Longitudinal Study of 1988 (NELS:88) will continue surveying 1988 8th-graders through the year 2000.
- Beginning in 1998, the Early Childhood Longitudinal Study will survey a sample of kindergarten children through fifth grade.

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What are the popular majors in college?

- A greater proportion of students selected undergraduate majors in the humanities and the social and behavioral sciences in 1994 than in 1983–84. The percentage of bachelor's degrees conferred increased from 12 to 14 percent for humanities degrees, while it increased from 14 to 17 percent in the social and behavioral sciences.
- Business management was the most popular undergraduate major in 1994, with 21 percent of all students receiving bachelor's degrees in this field, though it has leveled off since the mid-1980s.
- The number of bachelor's degrees conferred in science and engineering declined 14 percent from 1986 to 1991, and degrees earned in computer and information sciences also declined during this period by 40 percent. However, the declines leveled off between 1991 and 1994.

INTEGRATED POSTSECONDARY EDUCATION DATA SYSTEM

The Integrated Postsecondary Education Data System (IPEDS) is the primary source of postsecondary education information within NCES. IPEDS data includes: fall enrollment, number of degrees offered, faculty salaries, financial statistics, and library statistics, by institution. The system enables analyses on variables such as number of students, first-time freshmen, graduate and professional students, race-ethnicity, and program completion.

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How do professors spend their time?

- The majority of faculty work hours are spent teaching students. Faculty members report that 54 percent of their time is spent in the classroom, while the next two largest categories of work are research (17 percent) and administration (13 percent).
- Faculty report that they would prefer to spend roughly the same amount of time teaching that they currently do, but more time on research. The preferred distribution is 49 percent of the time spent teaching, with 25 percent of the time spent on research, and only 8 percent on administrative activities.

NATIONAL STUDY OF POSTSECONDARY FACULTY (NSOPF)

The National Study of Postsecondary Faculty (NSOPF) examines faculty and staff characteristics, including: sociodemographic characteristics, field of instruction, professional background, courses taught, and tenure. Two cycles of NSOPF have been conducted to date, allowing for comparisons to be made over time and detailed comparisons among faculty in various disciplines.

The first cycle was limited to faculty and staff who taught at least one course for credit during the fall semester. The second cycle expanded the sample to include anyone with any type of instructional responsibility. In addition, the second cycle surveyed an increased number of institutions, and had a higher response rate.

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The Long-Term View of College

How long does it take to finish college?

- Of those students beginning a bachelor's degree program during the 1989–90 school year, 46 percent had completed their bachelor's degree by spring 1994. About 8 percent of the students completed a degree below the bachelor's level by spring 1994, 18 percent were still enrolled in college, and 28 percent had left college without a degree.
- Half of those students who began their degree programs on a full-time basis had completed their degrees within 5 years, compared to only 15 percent of part-time students.

Postsecondary Longitudinal Studies

- The Beginning Postsecondary Student (BPS) longitudinal study is a survey of all students, regardless of age, who began postsecondary education in 1989–90 and 1995–96. BPS describes experience during higher education and future work status, as well as family formation.
- The Baccalaureate and Beyond (B&B) longitudinal study surveys a sample of 1992–93 baccalaureate degree completers one year after graduation. It examines occupational, educational, and family experiences of college graduates over time. B&B plans to follow each cohort to gather information concerning delayed entry into graduate education, times to completion of graduate education, and the interactions between work and education at the graduate level.

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The Cost of Higher Education

Who receives financial aid?

- Approximately 60 percent of full-time undergraduate students reported that they received some sort of aid in 1992–93. Forty-eight percent received aid in the form of grants, while 34 percent took out loans to finance their educations.
- Students at private institutions in 1992–93 were more likely to receive aid than their counterparts at public universities and colleges. Fifty-two percent of public full-time undergraduate students reported financial assistance, while almost 70 percent of students at private institutions received aid.

National Postsecondary Student Aid Study

The National Postsecondary Student Aid Study (NPSAS) reports on the costs of higher education, distribution of financial aid, and characteristics of aided and non-aided students. Administrative records concerning student financial aid are coupled with student interviews and data from a subsample of parents.

NPSAS provides a recurrent database used by policymakers to determine federal policy concerning student financial aid. The goal is to identify institutional, student, and family characteristics related to program participation. NPSAS generates items of interest to researchers, such as factors associated with choice of postsecondary institutions, parental support for postsecondary education, and occupational and educational aspirations.

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Which children are attending early childhood programs?

- Children from higher income brackets were more likely to attend center-based early childhood programs than those from more moderate income brackets. In 1995, children from families with incomes over $50,000 per year were more likely to attend programs for 2 years or more than children from families with incomes of $50,000 or less.
- While 72 percent of all first-graders had previously attended center-based early childhood programs, a smaller proportion of Hispanic first-graders (57 percent) had participated in these programs than their white (73 percent) or black (76 percent) counterparts.

NATIONAL HOUSEHOLD EDUCATION SURVEY

The National Household Education Survey (NHES) is a household based telephone survey that covers varied educational topics, including program participation, home activities, early childhood and adult education, as well as parental involvement in education, and the role of families in children's learning. Extensive family and household background information is included as well as characteristics of the school attended by the child.

The NHES collects data on high priority topics on a rotating basis. Although the primary purpose of the NHES is to conduct repeated measurements of the same phenomena at different points in time, one-time surveys on topics of interest to the Department of Education may also be fielded.

What do we know about funding available for public libraries?

- In 1993, public libraries reported that 78 percent of total operating income of over $5 billion came from local sources, nearly 13 percent from the state, about 1 percent from federal sources, and over 8 percent from other sources, such as gifts and donations, service fees and fines.
- Per capita operating income from local sources was under $3 for nearly 14 percent of public libraries, $3 to $14.99 for over 52 percent, and $15 or more for 34 percent of public libraries.

LIBRARY SURVEYS

- The Public Library Survey (PLS) is an annual survey of public libraries, including addresses, financial statistics, and circulation information.
- The Academic Library Survey (ALS), a biennial component of the Integrated Postsecondary Education Data System (IPEDS), covers libraries of accredited higher education institutions and those in nonaccredited institutions with programs of four years or more.
- The elementary and secondary school library surveys are included in the Schools and Staffing Survey (SASS).
- In 1994, NCES began collecting data on resources and services of state library agencies.
- A Federal Libraries and Instruction Centers Survey, conducted in 1995, is updated every five years.
- Data on library resources through cooperatives, networks, and systems is planned for collection in 1996.

What are the literacy levels of adults in the United States?

- In a 1992 assessment of adult literacy skills, 21 percent of the adult population—more than 40 million Americans over the age of 16—had only rudimentary reading and writing skills. Most adults in this "level one" category could pick out key facts in a brief newspaper article, for example, but could not draft a letter explaining an error on their credit card bill. A subgroup in this category—representing roughly 4 percent of the total adult population, or about 8 million people—was unable to perform even the simplest literacy tasks.

NATIONAL ADULT LITERACY SURVEY

The National Adult Literacy Survey (NALS) measures the prose, quantitative and document literacy skills of the adult population of the U.S.

INTERNATIONAL ADULT LITERACY SURVEY

The International Adult Literacy Survey (IALS) was a collaborative effort by seven European and North American governments and three intergovernmental organizations to gather information about literacy in 1994. The survey findings are the most detailed description ever available on the condition of adult literacy and its relationship to labor force participation, education, training, and participation in the community.

What is happening in vocational education?

- The average number of Carnegie units or credits earned in vocational education by public high school graduates declined 17 percent between 1982 and 1992.
- Public high school graduates earned an average of 4.6 credits in vocational education in 1982 and 3.8 credits in 1992. During this same time period, academic coursetaking increased about 22 percent, from 14 to 17 credits.

DATA ON VOCATIONAL EDUCATION

The Data on Vocational Education (DOVE) project derives data on vocational education from NCES' secondary and postsecondary surveys. The transcript studies, the longitudinal studies, and SASS are the primary sources of vocational data in secondary education. At the postsecondary level, IPEDS, NPSAS, and the longitudinal studies are the primary sources for vocational education data. The project compares vocational education students, teachers, and schools with their non-vocational counterparts.

Upcoming reports include a comparison of participation rates in secondary vocational education among 1982, 1987, and 1992 graduates. A second report will examine the academic advancement of students completing various amounts of vocational and nonvocational courses.

A Worldwide Perspective

Where in the world are we in education?

- In the United States, 75 percent of men and 77 percent of women complete secondary education. Canada's rates are 64 percent of men and 73 percent of women. Japan's rates are 89 percent of men and 96 percent of women completing secondary education.
- The United States is among those countries with the highest rates of postsecondary completion. Twenty-five percent of men and 30 percent of women in the United States have bachelor degrees, comparable to 27 percent and 38 percent of men and women in Canada. In Japan, 32 percent of men and 14 percent of women have postsecondary degrees.

International Education Statistics

The International Education Indicators Project, a project of the Organization for Economic Cooperation and Development (OECD), which NCES supports and participates in, produces comparable data on education indicators of international importance. The indicators are contained in the report *Education at a Glance*, and the basic data are available on diskette. Comparable data at the state level are available in the report *Education in States and Nations*.

The Third International Mathematics and Science Study (TIMSS) will compare achievement of students in the United States with that of students in 50 countries. TIMSS is sponsored by the International Association for the Evaluation of Education Achievement (IEA); NCES is an active participant in this project, jointly with the National Science Foundation.

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How To Obtain Information

NCES data may be obtained in a variety of formats from NCES directly, downloaded from the Internet, or through the Government Printing Office.

CD-ROMs Available

Baccalaureate and Beyond Longitudinal Study First Follow-up

Beginning Postsecondary Student Longitudinal Study 1990–1994

Common Core of Data 1987–88 to 1992–93

Education Statistics on Disk (*Condition of Education, Digest of Education Statistics* and more)

High School & Beyond 1980–1992

Integrated Postsecondary Education Data System

NAEP Data on Disk: 1994 Almanac Viewer (Reading, History, Geography)

NAEP Data on Disk: 1992 Almanac Viewer (Reading, Writing, Math)

National Education Longitudinal Study of 1988–1994

National Household Education Survey

National Postsecondary Student Aid Study (1987, 1990, 1993)

National Study of Postsecondary Faculty

School District Data Book

Schools and Staffing Survey, 1993–94

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Table 1.—NCES survey data provided, by level for which data are provided.

Type of Data	School	District	State	National
		ELEMENTARY/SECONDARY		
Students	CCD	CCD	CCD	CCD, NLS72, NELS88, HS&B
Teachers/Staff	CCD	CCD	CCD SASS	CCD, SASS, HS&B, NELS88
Finances		CCD	CCD	CCD
Assessment			NAEP	NAEP, NELS88, TIMSS
		POSTSECONDARY		
Students	IPEDS		IPEDS	IPEDS, BPS, B&B, NLS72, NELS88, HS&B, NHES
Faculty/Staff	IPEDS		IPEDS	IPEDS, NSOPF
Finances	IPEDS		IPEDS	IPEDS
Student Aid				NPSAS
Completions	IPEDS		IPEDS	IPEDS
		LIFELONG LEARNING		
Adult Education				NHES, NALS
Libraries	ALS	ALS	PLS, ALS	PLS, ALS, SASS
Households				NHES, NELS, NALS

The data in table 1 are derived from the following sources:

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ALS—Academic Library Survey	15
B&B—Baccalaureate and Beyond	12
BPS—Beginning Postsecondary Student Longitudinal Study	12
CCD—Common Core of Data	5
DOVE—Data on Vocational Education	17
HS&B—High School and Beyond	9
IALS—International Adult Literacy Survey	16
IPEDS—Integrated Postsecondary Education Data System	10
NAEP—National Assessment of Educational Progress	7
NALS—National Adult Literacy Survey	16
NELS88—National Education Longitudinal Study of 1988	8, 9
NHES—National Household Education Survey	14
NLS72—National Longitudinal Study of the High School Class of 1972	9
NPSAS—National Postsecondary Student Aid Study	13
NSOPF—National Study of Postsecondary Faculty	11
PLS—Public Library Survey	15
SASS—Schools and Staffing Survey	6
TIMSS—Third International Mathematics and Science Study	18

Other Services

National Education Data Resource Center

Within NCES, the National Education Data Resource Center (NEDRC) performs special statistical analyses and tabulations of NCES data sets. Services are free of charge for state education personnel, education researchers, and others needing special tabulations. NEDRC also distributes CD-ROMs and publications with NCES data.

Training and Technical Assistance

NCES personnel frequently provide training to researchers on use of NCES data sets, perform data set demonstrations, and are available for technical assistance on an ongoing basis.

Ordering Information

For single copies of NCES publications, contact the National Library of Education at **1–800–424–1616.**
(In DC.....202–219–1513).

Single copies also are available by writing or faxing the **National Education Data Resource Center, c/o Pinkerton Computer Consultants, Inc., 1900 North Beauregard Street, Suite 200, Alexandria, VA 22311–1722.** Fax: **703–820–7465.**

For larger orders, contact the **Order Desk** at the **U.S. Government Printing Office,** which also has information about the latest editions. Phone: **202–512–1800.**

The Government Printing Office order blank is on page 29.

Internet Access Instructions

WWW Server: **http://www.ed.gov/NCES/**

Gopher Server: **gopher.ed.gov:10000**

—OR—

From the All/Other Gophers menu, select:
North America-USA-General-U.S. Department of Education

FTP: **ftp.ed.gov (logon anonymous)**

E-mail:
For catalog and instructions on the usage of our Mail server: **almanac@inet.ed.gov**

In the body of the message type: **send catalog**

(avoid use of signature blocks and leave Subject line blank)

ACCESSING EDUCATION STATISTICS

These NCES studies and programs can be reached through the following phone, fax, and e-mail addresses:

AREA CODE: (202)	PHONE	FAX	E-MAIL
Beginning Postsecondary Student Longitudinal Study	219–1931	219–1529	Larry_Bobbitt@ed.gov
Baccalaureate and Beyond	219–1914	219–1529	Paula_Knepper@ed.gov
Condition of Education, Digest of Education Statistics, and *Projections*	219–1432	219–1575	Tom_Snyder@ed.gov
Common Core of Data	219–1618	219–1728	Frank_Johnson@ed.gov
Cooperative System Fellows Program	219–1672	219–1728	Carol_Fromboluti@ed.gov
Early Childhood Longitudinal Study	219–1574	219–1728	Jerry_West@ed.gov
Fast Response Survey System	219–1463	219–1575	Shelley_Burns@ed.gov
High School and Beyond	219–1365	219–1529	Aurora_D'Amico@ed.gov
Integrated Postsecondary Education Survey	219–1587	219–1679	Roslyn_Korb@ed.gov
International Adult Literacy Survey	219–2195	219–1736	Marilyn_Binkley@ed.gov
International Programs	219–1746	219–1736	Eugene_Owen@ed.gov

AREA CODE: (202)	PHONE	FAX	E-MAIL
Library Statistics	219–1587	219–1679	Roslyn_Korb@ed.gov
National Assessment of Educational Progress	219–1937	219–1801	Steven_Gorman@ed.gov
National Education Data Resource Center	219–1642	219–1679	Carl_Schmitt@ed.gov
National Education Longitudinal Study of 1988	219–1365	219–1529	Aurora_D'Amico@ed.gov
National Forum on Education Statistics	219–1621	219–1728	Lee_Hoffman@ed.gov
National Household Education Survey	219–1767	219–1767	Kathryn_Chandler@ed.gov
National Longitudinal Study of the H.S. Class of 1972	219–1365	219–1529	Aurora_D'Amico@ed.gov
National Postsecondary Student Aid Survey	219–1448	219–1690	Andrew_Malizio@ed.gov
National Study of Postsecondary Faculty	219–1834	219–1728	Linda_Zimbler@ed.gov
Private School Survey	219–1744	219–1728	Stephen_Broughman@ed.gov
Schools & Staffing Survey	219–1370	219–1728	Kerry_Gruber@ed.gov
Third International Mathematics and Science Study	219–1804	219–1736	Lois_Peak@ed.gov
Vocational Education	219–1419	219–1575	Jim_Houser@ed.gov

Selected Publications

Listed below is a sampling of frequently requested NCES publications available for purchase.

Adult Literacy in America
GPO #065–000–00588–3, $12

Advanced Telecommunications in U.S. Public Schools, K–12
GPO #065–000–00743–6, $4.50

America's High School Sophomores: A 10-Year Comparison
GPO #065–000–00572–7, $7.50

America's Teachers: Profile of a Profession
GPO #065–000–00567–1, $13

Approaching Kindergarten: A Look at Preschoolers in the United States
GPO #065–000–00807–6, $3

Arts in Public Elementary and Secondary Schools
GPO #065–000–00811–4, $5.50

Characteristics of Students Who Borrow to Finance Their Post-secondary Education
GPO #065–000–00719–3, $7

The Condition of Education 1996
GPO #065–000–00871–8, $25

The Cost of Higher Education: Findings from the Condition of Education 1995
GPO #065–000–00861–1, $2

The Educational Progress of Hispanic Students: Findings from the Condition of Education 1995
GPO #065–000–00799–1, $2.25

The Educational Progress of Women: Findings from the Condition of Education 1995
GPO #065–000–00831–9, $1.25

The Educational Progress of Black Students: Findings from the Condition of Education 1994
GPO #065–000–00762–2, $2

High School Students Ten Years After "A Nation At Risk": Findings from the Condition of Education 1994
GPO #065–000–00761–4, $2

America's Teachers Ten Years After "A Nation At Risk": Findings from the Condition of Education 1994
GPO #065–000–00763–1, $2

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